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CI 513: Instruction and Technology

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Evaluate Digital Tools for Assessment

**Question 1: What are the key characteristics of authentic assessment?**

Authentic assessments are designed to examine the students’ performance on real work tasks related to the content and process of the subject matter. Authentic assessments require active learning and involvement on the part of the students who construct their own understanding and meaning and apply what they have learned. It provides the students and opportunity to use the methods of inquiry that are central to the subject area. These test for open ended reasoning and divergent thinking and accommodate many different student learning styles and learning abilities. Authentic assessments allow for active learning, open ended tasks with multiple directions, student communication, audience beyond classroom and a specific scoring rubric.

**Question 2: How do authentic assessments and traditional tests differ?**

Traditional tests tend to be a measure of student knowledge in specific subject areas and are generally administered using a paper and pencil test at the end of a unit. Traditional tests tend to be lower order thinking and require more selection and recall to answer a multiple choice, true false, fill in the blank questions. In traditional tests students are expected to learn the material and take a test and it isn’t connected to the real world.

**Question 3:** **Choose an example of an authentic assessment you find online that is appropriate to the subject and grade level you are observing or preparing to teach. Include the title and URL of the assessment.** **Evaluate the degree to which the assessment incorporates the six criteria of authentic assessment listed above.**

<http://www.k12.wa.us/SocialStudies/Assessments/HighSchool/HSHistory-CausesofConflict-CBA.pdf>

**I explored the social studies assessment from OSPI of the State of Washington. The students are asked to create a presentation that makes them take a stance on their position. It has an extremely cohesive rubric for the students to follow. This assessment doesn’t appear to have a larger audience for the students to present their learning to. However, it does create an option for open ended and divergent exploration of learning. This allows the students to show what they have learning with multiple options that can play to their strong points. The students are actively engaged in learning and exploring the subject area. The assessment also focuses on student communication both written and verbal within the classroom. This assessment is definitely not a traditional assessment as the students are answering closed ended questions on a test at the end of the unit. The students are actually being asked to evaluate and actively engage in their learning.**

**Question 4: Examine the diagram, Balancing the Two Faces of E-Portfolios. What are the two types of ePortfolios?**

There are two types of e-portfolios. The first is learning or reflection and the other is a showcase or accountability. The learning and reflection face of the e-portfolio focuses on a process where the person is organizing their portfolio chronologically, uses immediate reflection, evaluates on formative assessments and uses a reflective journal such as a blog or social network to reflect. The show case or accountability e-portfolio focuses on a product that is organized by theme, has retrospective reflection, sets goals for direction, uses a thematic rational and has summative assessment of learning. The audience would be different for both as one looks like it relates to learning about how someone is measuring learning and the other is more about what you have achieved thus far.

**Question 5: How are the two types of portfolios created?**

The process e-portfolio is created through activities and technology such as journaling, blogging, or social networking. The product e-portfolio I shows how the knowledge of students has progressed.

**Question 6: In what ways are the two portfolios similar?**

They are similar because they both show progress through the learning environment and they search for feedback and reflection about what is happening.